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AUTHOR Taylor, Alton L.; Mandrillo, Margaret P.
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ABSTRACT

A follow-up study of 478 graduates from the University of Virginia School of Nursing was designed to provide information concerning student characteristics, migration patterns, professional employment activities, graduate and/or professional study, professional activities and opinions concerning the elements that contributed most to their education, and suggestions for improving the curriculum. Results indicated: (1) 224 Virginia resident respondents were employed full-time at the time of the survey; (2) 144 were employed in-state and 80 were employed out-of-state; (3) the annual income for the majority of these respondents was between $5,000 and $9,999 per year; (4) no significant difference in annual income was reported in relation to those respondents employed in Virginia in contrast to those who were employed out-of-state; (5) there were 87 non-Virginia residents who were employed full-time at the time of this survey; (6) the majority of non-Virginia residents also reported an annual income between $5,000 and $9,999; (7) most respondents with annual salaries above $10,000 were in the military or had migrated from Virginia to other states. (Author/MJM)

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A SURVEY AND ANALYSIS OF BACHELOR DEGREE RECIPIENTS FROM THE SCHOOL OF NURSING OF THE UNIVERSITY OF VIRGINIA, 1969-1972

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By

Alton L. Taylor
Associate Professor of Education
Associate Director, Institutional Analysis
University of Virginia

and

Margaret P. Mandrillo
Associate Professor of Nursing
University of Virginia

September 1973
OIA-7374-245

FOREWORD

Systematic investigations and surveys are important tools for educational administration. Valid data are prerequisites for developing goals, sound planning, and serve as a means of program evaluation.

The survey and analysis of baccalaureate degree recipients from the University of Virginia School of Nursing for a four-year period serves as such an administrative device. As academic administration seeks improvement in teaching and overall curriculum planning, specific guidelines are sought. Data collected from approximately 350 graduates from the baccalaureate program over a four-year period provide guidelines for both present and future planning. Immediately prior to 1969, the Diploma program at the University of Virginia Hospital was phased out so that from 1969 to the present only baccalaureate students were prepared in the educational program. Assessment of this program is completed in part by examination of the student educated. Employment patterns, migration patterns, and education patterns provide clues concerning the goals we strive to attain in meeting the nursing needs throughout the Commonwealth of Virginia. The fact that approximately three-fourths of the graduates responded to a questionnaire survey is encouraging.

Employment patterns and types of employment following graduation yield valuable insight into curriculum development and teaching content. Frequently the question is brought up "Are we preparing students appropriately for practice or are we preparing them to pass State Board Examinations?". Hopefully, the answer is affirmative for both. The survey provides factual feedback.

Assessment of the academic program is particularly appropriate at this period when the School of Nursing is scheduled for accreditation by the National league for Nursing and Self-Study by the Association of Southern Universities and Schools.

Phyllis J. Verhonick
Acting Dean
School of Nursing

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A SURVEY AND ANALYSIS OF BACHELOR DEGREE RECIPIENTS FROM THE SCHOOL OF NURSING OF THE UNIVERSITY OF VIRGINIA, 1969-1972

I. INTRODUCTION

In 1956, the School of Nursing became one of the eleven independent schools of the University of Virginia. At this time the School of Nursing was in charge of a registered nurse program, the three-year diploma program, and the baccalaureate program. By September 1968, the registered nurse program and the three-year diploma program had been discontinued. The School of Nursing now offers one program leading to the degree of Bachelor of Science in Nursing and is open to all basic and registered nurse students who meet the admissions requirements. The basic graduate of this program is eligible to take the examination for licensure as a registered nurse. Completion of this program was planned to qualify graduates for beginning practice in hospitals, clinics, schools, public health offices, and industries. Also, the program qualifies graduates for commissions in military service and prepares students for graduate study in nursing.

The School of Nursing is accredited by the National League for Nursing and the Virginia State Board of Nursing. In addition, the University is accredited by the Southern Association of Colleges and Secondary Schools.

Need for the Survey

Because of changes in the nursing curriculum and the need for information regarding a self-study, the Dean of the School of Nursing requested that the Office of Institutional Analysis assist the School of Nursing to

conduct a follow-up study of their graduates of the new nursing program for a report to the Southern Association of Colleges and Secondary Schools.

Also, the survey was justified upon the conviction by the faculty of the School of Nursing that self-evaluation is essential to improve the educative process. The graduates were considered a valuable source of information in identifying the strengths and weaknesses of the curriculum because they can speak from their own experience as to whether the School of Nursing is preparing people to meet the nursing needs of the Commonwealth of Virginia, one of the stated purposes of the school. In the follow-up study, the graduates were considered to be a valuable source of information concerning student characteristics, migration patterns, professional employment activities, graduate and/or professional study, professional activities and opinions concerning the elements which contributed most to their education and suggestions for improvement of the curriculum.

Methodology

The University of Virginia School of Nursing had 478 graduates from June 1969 through August 1972. The 478 graduates constituted the subjects for this study. Of this group, 389 were generic or basic students who completed the baccalaureate program and 89 were registered nurses who completed the baccalaureate program receiving a Bachelor of Science in Nursing.

A questionnaire was developed, pretested, and refined (See Appendix A). The questionnaire was designed so that the majority of the questions could be answered with ease. The questions concerned with the curriculum were open-ended to encourage the respondents to express their own opinions without any fixed suggestions. Respondents were told to feel free and to add explanatory comments on any question.

The questionnaire was mailed to the 478 nursing graduates of the 1969, 1970, 1971, and 1972 classes. The total number of responses was 362, or 76 per cent of the graduates.

The findings of the survey are described in Part II, and the report concludes with an interpretation and discussion of the findings.

II. FINDINGS AND ANALYSIS OF DATA

The findings of the survey are described in this section according to the following categories: selected characteristics , migration patterns, employment activities, graduate/professional study, selected professional activities, and opinions concerning the nursing program.

Selected Characteristics

Selected characteristics of the nursing graduates who completed and returned the follow-up questionnaire are presented, including number, age, sex, marital status, number of children, schools transferred from, and membership in the Alumni Association.

Number of Respondents

The overall response from the nursing graduates for the four years was good, 76 per cent. As recorded in Table 1, for 1969, 72 per cent of the class responded; 1970, 77 per cent; 1971, 78 per cent; and for 1972, 75 per cent. Interestingly enough, 80 per cent (71) of the RN graduates* responded to the survey, in contrast with 75 per cent (291) of the generic graduates.

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*RN students are those who have completed a diploma or associate degree program and passed the licensure examination to practice nursing. Generic or basic students are those who have had no previous nursing education.

TABLE 1: TOTAL NUMBER IN CLASSES AND NUMBER OF RESPONDENTS

	1969	1970	1971	1972	Total
Total in class	94	123	129	132	478
Rn respondents	8	21	20	22	71
Generic respondents	60	74	80	77	291
Total respondents	68	95	100	99	362
Per cent	72%	77%	78%	75%	76%

Age

There were 354 respondents who reported their current age at the time of the survey. It should be remembered that the graduates of each year indicated their present ages and should not be compared with the ages of the graduates of other years. For the 1969 graduate the modal age was 25 years; for 1970, 25 years; for 1971, 23 years; and for 1972, 22 years. In Table 2, these respondents are distributed by age.

TABLE 2: AGE AT TIME OF RESPONSE

Age in Years	1969	1970	1971	1972	Total
22	-	-	3	53	56
23	-	-	58	19	77
24	3	3	14	6	26
25	38	52	4	3	97
26	15	13	4	1	33
27	8	8	4	3	23
28	1	6	1	4	23
29	2	1	2	3	8
30	1	2	1	-	4
31	-	2	2	-	4
32	-	2	1	-	3
33	-	-	-	1	1
36	-	-	-	1	1
37	-	1	1	-	2
38	-	-	-	1	1
39	-	1	-	-	1
40	-	1	-	-	1
43	-	1	-	-	1
44	-	-	1	-	1
45	-	-	-	1	1
47	-	1	-	-	1

Sex

Of the School of Nursing graduates who responded, 98.9 per cent were female. Table 3 contains a distribution of the respondents by sex.

TABLE 3: SEX OF THE RESPONDENTS

Sex	1969		1970		1971		1972		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	1	1.5	0	0.0	1	1.0	2	2.1	4	1.1
Female	67	98.5	95	100.0	99	99.0	97	97.9	358	98.9
Total	68	100.0	95	100.0	100	100.0	99	100.0	362	100.0

Marital Status

In Table 4 the respondents are distributed by their present marital status. The single marital status of the respondents decreased each year since graduation (56.6 per cent for 1972, 44 per cent for 1971, 39 per cent for 1970, and 29.4 per cent for 1969).

TABLE 4: MARITAL STATUS

Marital Status	1969		1970		1971		1972		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Single	20	29.4	37	39.0	44	44.0	56	56.6	157	43.4
Married	47	69.2	56	59.0	54	54.0	43	43.4	200	55.3
Divorced/Widowed	1	1.4	2	2.0	1	1.0	0	0.0	4	1.1
Separated	0	0.0	0	0.0	1	1.0	0	0.0	1	0.2
Total	68	100.0	95	100.0	100	100.0	99	100.0	362	100.0

Number of Children

Of the respondents in the class of 1969, there were 48 married, divorced, widowed, or separated graduates who reported that they had a total of 30 children. For the classes of 1970, 1971, and 1972, the corresponding numbers were 16, 23, and 11, respectively. In Table 5 is presented a distribution of the married respondents by number of children reported.

TABLE 5: DISTRIBUTION OF MARRIED GRADUATES BY NUMBER OF CHILDREN

Number of Children	1969	1970	1971	1972	Total
0	22	45	40	36	143
1	22	10	13	5	50
2	4	3	1	1	9
3	0	0	1	0	1
4	0	0	0	1	1
5	0	0	1	0	1

Schools Transferred From

The School of Nursing at the University of Virginia accepts students for their junior and senior years of study. In Table 6 the respondents are distributed according to the institutions from which they transferred into the University of Virginia. Mary Washington College supplied the most transfers with a total of 98. Madison College and Longwood College transferred 67 and 39 nursing respondents, respectively.

TABLE 6: SCHOOL TRANSFERRED FROM

School	1969	1970	1971	1972	Total
Mary Washington College	24	19	27	28	98
Madison College	16	15	18	18	67
Longwood College	8	12	12	7	39
Radford College	0	2	4	9	15
Averette College	2	3	3	2	10
Virginia Intermont College	1	5	1	2	9
University of Virginia	4	3	0	1	8
Virginia Commonwealth University	1	2	2	1	6
Lynchburg College	0	3	1	1	5
University of Maryland	2	2	1	0	5
Ferrum Junior College	0	3	1	0	4
George Mason University	0	1	1	2	4
Northern Virginia Community College	0	0	1	3	4
Virginia Western Community College	0	3	1	0	4

TABLE 6: continued

School	1969	1970	1971	1972	Total
Central Virginia Community College	0	0	2	1	3
DePaul School of Nursing	2	1	0	0	3
Eastern Mennonite College	1	1	0	1	3
Old Dominion University	0	1	1	1	3
Patrick Henry Community College	0	0	3	0	3
University of Dayton	0	1	1	0	2
Bryn Mawr Hospital	0	0	2	0	2
Fairleigh Dickinson University	0	2	0	0	2
Gwynedd-Mercy College	0	0	2	0	2
Lynchburg General Hospital	0	1	0	1	2
Mars Hill College	1	1	0	0	2
Orange Memorial School of Nursing	0	0	0	2	2
University of Virginia Extension at Roanoke	1	0	0	1	2
Virginia Baptist Hospital	0	1	0	1	2
Washington Hospital Center	0	1	0	1	2
Alexandria Hospital	0	1	0	0	1
Atero Junior College	0	0	1	0	1
Bluefield State College	0	0	1	0	1
Castleton College	0	0	0	1	1
Chowan Junior College	0	1	0	0	1
Christopher Hospital	0	0	1	0	1
Cuyahoga Community College	0	0	0	1	1
East Carolina University	0	1	0	0	1
Elmira College	0	0	1	0	1
Emory and Henry College	0	0	1	0	1
George Washington University	0	0	0	1	1
Greenville General Hospital	1	0	0	0	1
Grove City College	0	0	1	0	1
Grace Hospital School of Nursing	0	0	0	1	1
Jefferson Medical College	0	0	0	1	1
Lawrence General Hospital	0	1	0	0	1
Lewis Gale Hospital	0	1	0	0	1
Louise Obici Hospital	1	0	0	0	1
Mary Baldwin College	1	0	0	0	1
Massachusetts General Hospital	0	0	1	0	1
Memphis State College	0	0	0	1	1
New England Baptist Hospital	0	0	0	1	1
Newman Hospital	0	1	0	0	1
North Carolina State University	0	0	1	0	1
Ohio Valley General Hospital	0	0	0	1	1
Peninsula General Hospital	0	0	1	0	1
Petersburg General Hospital	0	1	0	0	1
Richard Bland Junior College	0	1	0	0	1
Riverside Hospital	0	0	0	1	1
Roanoke General Hospital	1	0	0	0	1
St. Peters Hospital	0	0	0	1	1
SUNY State University, Buffalo	0	0	1	0	1
Union Memorial Hospital	0	0	1	0	1
University of California at Davis	0	0	0	1	1
University of North Carolina	0	0	1	0	1
University of Oklahoma	0	1	0	0	1

TABLE 6: continued

School	1969	1970	1971	1972	Total
University of Pittsburgh	0	0	0	1	1
University of Virginia Northern Extension	0	0	0	1	1
University of Wisconsin	0	0	0	1	1
Virginia Polytechnic Institute and State University	0	0	1	0	1
Virginia Union University	0	0	0	1	1
Watts Hospital	0	0	1	0	1
W.C. Baptist Hospital	0	1	0	0	1
Western Penn School of Nursing	0	0	0	1	1
West Virginia State College	0	1	0	0	1
College of William and Mary	0	0	1	0	1
Unknown	1	1	1	0	3
Total	68	95	100	99	362

Membership in Alumni

The number of respondents having membership in the Alumni Association increased each year. For the class of 1969, 33 respondents were members; for 1970, 48; for 1971, 50; and for 1972, 71 were members. In Table 7 the respondents are distributed according to membership in the Alumni Association of the University of Virginia.

TABLE 7: MEMBERSHIP IN ALUMNI ASSOCIATION

	1969	1970	1971	1972	Total
Yes	33	48	50	71	202
No	35	47	50	28	160
Total	68	95	100	99	362

Migration Patterns

An important consideration of the follow-up survey of the bachelor degree recipients from the School of Nursing related to migration patterns. An attempt was made to identify the state of residence at time of admission to the University of Virginia and follow the graduates to their current residence. Such an analysis provides a holding power index of the State of Virginia to attract and retain nursing graduates in relation to other states.

Home State at Time of Admission to the University of Virginia

In Table 8 is presented a distribution of respondents by their home state at time of admission to the University of Virginia. Each year the largest number of graduates resided in Virginia at time of admission. For the four years combined, the four home states with the next highest frequency of graduates below Virginia were Maryland, Pennsylvania, New Jersey, and New York.

TABLE 8: HOME STATE OF RESPONDENTS AT TIME OF ADMISSION

Home State	1969	1970	1971	1972	Total
Virginia	51	69	69	69	258
Maryland	5	6	8	7	26
Pennsylvania	3	3	10	5	21
New Jersey	1	3	4	2	10
New York	2	2	2	2	8
North Carolina	0	2	2	1	5
Ohio	2	1	0	2	5
West Virginia	1	1	1	2	5
Massachusetts	0	1	1	1	3
California	0	0	0	2	2
Colorado	0	2	0	0	2
Connecticut	0	1	0	1	2
Delaware	0	1	1	0	2
Michigan	1	0	0	1	2
South Carolina	1	1	0	0	2
Texas	0	0	1	1	2
Florida	0	1	0	0	1
Georgia	0	0	0	1	1
Hawaii	1	0	0	0	1
New Hampshire	0	0	0	1	1
Tennessee	0	0	0	1	1
Washington, D.C.	0	1	0	0	1
Foreign Country	0	0	1	0	1
Total	68	95	100	99	362

State of Residence at Time of Response

Respondents are distributed by state of residence at the time of the survey in Table 9. Virginia was the state of residence for the majority of the respondents (185). Pennsylvania and Maryland were the next most popular states with 13 respondents each. It can be noted that the graduates migrated to all parts of the nation and that 31 states were represented in the distribution.

TABLE 9: STATE OF RESIDENCE AT TIME OF RESPONSE

State	1969	1970	1971	1972	Total
Virginia	26	52	57	50	185
Pennsylvania	0	3	6	4	13
Maryland	4	1	3	5	13
California	3	5	1	1	10
Florida	3	3	1	2	9
North Carolina	1	4	1	2	8
Georgia	1	2	4	1	8
New York	1	6	0	0	7
Colorado	2	0	1	2	5
Massachusetts	2	1	0	3	6
Texas	2	1	0	1	4
Mississippi	3	0	0	0	3
New Jersey	1	1	1	1	4
Ohio	1	1	0	1	3
Tennessee	3	1	0	0	4
Washington, D.C.	1	1	1	0	3
Arizona	0	1	0	1	2
Connecticut	0	0	0	2	2
Illinois	0	0	1	1	2
Kentucky	0	1	1	0	2
New Mexico	0	0	0	2	2
Wisconsin	1	1	0	0	2
Iowa	1	0	0	0	1
Louisiana	0	0	1	0	1
Michigan	0	0	1	0	1
Montana	0	0	1	0	1
Oregon	0	0	1	0	1
Rhode Island	0	0	1	0	1
South Carolina	0	1	0	0	1
Utah	1	0	0	0	1
Vermont	1	0	0	0	1
West Virginia	1	0	0	0	1
Foreign	2	1	0	3	6
Military	7	8	17	17	49
Total	68	95	100	99	362

Migration Patterns

There were 258 (71.3%) of the respondents who were residents of Virginia at time of admission to the School of Nursing. Of these 154 (59.7%) remained in Virginia after graduation, 76 (29.5%) migrated to other states, and 28 (10.8%) were in the military (See Table 10).

There were 104 (28.7%) respondents who were non-residents of Virginia at time of admission to the University of Virginia. Of these 21 (20.2%) returned to their home states after graduation, 31 (29.8%) remained in Virginia, 31 (29.8%) migrated to other states, and 21 (20.2%) were in the military.

TABLE 10: MIGRATION PATTERNS OF NURSING DEGREE RECIPIENTS

Virginia Residents	1969	1970	1971	1972	Total	%
Remained in Virginia	22	44	47	41	154	59.7
Migrated out of Virginia	24	20	11	21	76	29.5
Military	5	5	11	7	28	10.8
Total	51	69	69	69	258	100.0
Non-Virginia Residents						
Returned to Home State	2	6	8	5	21	20.2
Remained in Virginia	4	8	10	9	31	29.8
Migrated to other States	9	9	7	6	31	29.8
Military	2	3	6	10	21	20.2
Total	17	26	31	30	104	100.0

Employment Activities

The number of nursing graduates who entered active practice after graduation provides an indication of the type of student admitted to the program. The findings of the follow-up survey were very favorable to the School of Nursing at the University of Virginia in that nearly all (87%) of the respondents were employed as professional nurses at the time of the survey. An additional feature pertaining to the analysis of employment activities of the respondents related to income, type and location of employment.

First Position after Graduation

After graduation most of the respondents reported that they entered into nursing staff positions (270 or 86.3%), 25 (8.0%) entered advanced positions (i.e. head nurse, charge nurse), and 18 (5.8%) entered teaching positions.

TABLE 11: OF THOSE PRESENTLY PROFESSIONALLY EMPLOYED, TYPE OF FIRST POSITION AFTER GRADUATION

First Position	1969	1970	1971	1972	Total
Staff Nurse	50	66	73	81	270
Advanced	2	8	6	9	25
Teaching	2	4	8	4	18
Total	54	78	87	94	313

Of those respondents who entered advanced or teaching positions, 28 (65.1%) reported that they believed the education and experience received at the University of Virginia qualified them for their positions. Many of these respondents were Registered Nurses before receiving their Bachelor of Science Degree. Feelings of unpreparedness were reported by 13 (30.2%) respondents.

TABLE 12: FEEL QUALIFIED FOR ADVANCED POSITION

	1969	1970	1971	1972	Total
Yes	0	8	11	9	28
No	4	3	2	4	13
Unknown	0	1	1	0	2
Total	4	12	14	13	43

Interestingly enough, those respondents who were Registered Nurses prior to admission into the School of Nursing accepted advanced positions in nursing practice more often than the generic students. The R.N. respondents are listed in Table 13 by year of graduation, title and responsibilities of first job after graduation.

TABLE 13: DISTRIBUTION OF R.N. RESPONDENTS BY YEAR OF GRADUATION AND TITLE AND RESPONSIBILITIES OF FIRST JOB

1969

Job Title	Responsibilities
Staff Nurse	operating room
Staff Nurse	team leader, charge nurse
Head Nurse	-
Public Health Nurse	community work
Instructor	clinical teaching
Instructor	fundamentals and pediatrics
Instructor	psychology

1970

Job Title	Responsibilities
Staff Nurse	-
Staff Nurse	cardiology
Staff Nurse	inservice instruction for psychologist
Assistant Head Nurse	recovery room
Assistant Head Nurse	post coronary care
Head Nurse	surgery (army)
Head Nurse	ward charge
Charge and Staff R.N.	pediatrics and emergency room
Charge and Staff R.N.	staff development and continuing education
Psychiatric Nurse	out-patient clinic - supportive psychological therapy
Public Health Nurse	field work
Director of Nursing	nursing service

TABLE 13: (continued)

Instructor	teaching and clinical supervision in Intensive Care Unit and Cardiac Care Unit
Instructor	medical-surgical nursing
Instructor	pediatric and obstetrics
Instructor	classes
Inservice Education Instructor	staff development and continuing education
Assistant Professor	community health

1971

Job Title	Responsibilities
Staff Nurse	Intensive Care Unit
Staff Nurse	Medicine
Staff Nurse	drugs for Operating Room and anesthesiology
Assistant Head Nurse	pediatrics (army)
Head Nurse	staff supervision and inservice education
Head Nurse	nursing care and coverage
School Nurse	high school nurse and department head for health services
Supervisor	psychiatric unit
CMS Supervisor	-
Medical-Surgical Supervisor	nursing care
Instructor	pediatrics
Instructor	teaching
Instructor	classroom and clinical instructor
Clinical Instructor	teaching and clinical
Supervisor and Director of Inservice Education	supervising and nursing education and orientation
Assistant Professor of Nursing	team teaching medical-surgical

1972

Job Title	Responsibilities
Staff Nurse	surgical floor
Staff Nurse	team leader HNA
Staff Nurse	public health
Staff Nurse	Intensive Care Unit - Cardiac Care Unit
Staff Nurse	research unit
Staff Nurse	charge nurse trauma unit
Staff Nurse	-
Nurse I	clinical research
Ward Nurse	medical and psychiatric unit (navy)
Head Nurse	various (army)
LCDR	anesthetist or supervisor - charge nurse
Psychiatric Nurse	psychiatry
School Nurse	public schools

TABLE 13: (continued)

House Supervisor	patient care and nursing personnel
Charge-Supervisor	Operating Room - Intensive Care Unit supervision (navy)
Clinical Instructor	orthopedics and neurology
Clinical Instructor	-
Medical-Surgical Instructor	instructor - clinical
Assistant Instructor	administrative aspects
Instructor	pediatric and psychiatric
Assistant Director School of Nursing	faculty and nursing students

Employment by Residence and Type

There were 317 (87.6%) of the respondents who reported that they were employed full-time at the time of the survey. Of these, 266 (84%) were professional nurses in general or civilian practice, 49 (15%) in practice in the military service, and two (0.6%) employed in fields other than nursing.

Of the 266 respondents employed in general practice, 170 (63.9%) were employed in Virginia, while 96 (36.1%) were employed in other states. Fifteen (4.1%) of the respondents were currently full-time students. There were 30 (8.3%) of the respondents who reported that they were inactive nurses.

TABLE 14: EMPLOYMENT BY RESIDENCE AND TYPE OF EMPLOYMENT

	1969	1970	1971	1972	Total
Employed professionally	47	72	70	77	266
in state	20	49	51	50	170
out of state	27	23	19	27	96
Employed other field	1	0	0	1	2
in state	1	0	0	0	1
out of state	0	0	0	1	1
Graduate student	3	4	5	3	15
in state	0	1	2	0	3
out of state	3	3	3	3	12
Inactive	10	11	8	1	30
in state	5	1	4	0	10
out of state	5	10	4	1	20
Military	7	8	17	17	49
Total	68	95	100	99	362
in state	26	51	57	50	184
out of state	35	36	26	32	129
military	7	8	17	17	49

State of Employment

Of the 268 respondents who reported that they were employed full-time at the time of the survey, over 60 per cent (171) were employed in the state of Virginia. Pennsylvania and Maryland employed the next largest number of graduates, 12 and 11 respectively.

TABLE 15: PRESENT STATE OF EMPLOYMENT

State of Employment	Year of Graduation 1969	1970	1971	1972	Total
Virginia	21	49	51*	50	171**
Pennsylvania	0	2	5	5	12
Maryland	3	2	1	5	11
California	3	3	0	1	7
Florida	1	3	1	1	6
Georgia	1	1	3	1	6
Massachusetts	2	1	0	3	6
North Carolina	1	1	2	2	6
New York	0	4	0	0	4
Tennessee	3	1	0	0	4
Texas	2	1	0	1	4
Colorado	2	0	1	0	3
Washington D.C.	1	1***	1***	0	3
Arizona	0	1	0	1	2
Connecticut	0	0	0	2	2
Kentucky	0	1	1	0	2
Mississippi	2	0	0	0	2
New Mexico	0	0	0	2	2
Wisconsin	1	1	0	0	2
Illinois	0	0	0	1	1
Iowa	1	0	0	0	1
Louisiana	0	0	1	0	1
Michigan	0	0	1	0	1
New Jersey	1	0	0	0	1
Ohio	0	0	0	1	1
Oregon	0	0	1	0	1
Rhode Island	0	0	1	0	1
West Virginia	1	0	0	0	1
Foreign Countries	2	0	0	2	4
Total	48	72	70	78	268

*One non-Virginian working in Virginia

**These 171 respondents are distributed by location of employment in Virginia, p. 55

***Living in Virginia

Reasons for Leaving the State of Virginia

Of those graduates who were employed full-time and left Virginia, the primary reasons for migrating out-of-state were related to husband occupation/schooling (25), marriage (17), travel (14), and desire to return to home state (11).

TABLE 16: FOR THOSE EMPLOYED IN NURSING, REASONS FOR LEAVING VIRGINIA

Reasons for Leaving Virginia	1969	1970	1971	1972	Total
Husband occupation/schooling	9	1	5	10	25
Marriage	7	5	2	3	17
Travel	3	4	4	3	14
Return to home state	0	3	5	3	11
Active duty of spouse	1	0	1	5	7
Employment opportunity	0	3	0	2	5
Graduate school	1	3	0	0	4
Unknown	2	1	1	0	4
Different lifestyle	1	0	0	1	2
Clinical interest	0	1	1	0	2
Personal Reasons	0	2	0	0	2
Be near parents	1	0	0	0	1
VISTA	1	0	0	0	1
Pay not suitable	1	0	0	0	1
Total	27	23	19	27	96

Income

Of the 317 respondents who reported that they were employed at the time of the survey, the majority (227) reported that their annual salaries were between $5000 and $9999. Only 10 (3.2%) of the respondents were making less than $5000. Sixty-nine (21.8%) respondents were earning between $10,000 and $14,999, and five (1.6%) were receiving over $15,000 per year.

TABLE 17: INCOME INTERVALS FOR CURRENT ANNUAL SALARY

Income	1969	1970	1971	1972	Total
Under $5000	3	2	4	1	10
$5000 - $9999	34	47	68	78	227
$10,000 - $14,999	16	27	14	12	69
$15,000 - Above	1	1	0	3	5
Unknown	1	3	1	1	6
Total	55	80	87	95	317

Type of Work and Income

There were 224 Virginia resident respondents who reported that they were employed full-time at the time of the survey. Twenty respondents reported that they were presently inactive nurses, and five respondents did not complete the needed information. In Table 18, these respondents are distributed by job category, income intervals, location of employment, and year of graduation.

TABLE 18: DISTRIBUTION OF VIRGINIA RESIDENT RESPONDENTS BY JOB CATEGORY, INCOME INTERVALS, LOCATION OF EMPLOYMENT, AND YEAR OF GRADUATION

CLASS OF 1969 VIRGINIA RESIDENTS

	Income Intervals									
	Below $5,000		$5,000-9,999		$10,000-14,999		$15,000-Above		Total	
Job Category	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.
Hospital	1	1	9	7	1	4	-	-	11	12
School Nurse	-	-	1	-	-	-	-	-	1	0
Public Health	-	1	2	3	1	1	-	-	3	5
Instructor	-	-	1	1	1	2	-	-	2	3
Military	-	-	-	2	2	-	-	1	2	3
Other (Campus Crusade)	-	-	1	-	-	-	-	-	1	0
Total	1	2	14	13	5	7	0	1	20	23

CLASS OF 1970 VIRGINIA RESIDENTS

	Income Intervals									
	Below $5,000		$5,000-9,999		$10,000-14,999		$15,000-Above		Total	
Job Category	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.
Hospital	-	2	24	6	5	2	-	-	29	10
School Nurse	-	-	-	-	-	-	-	-	0	0
Public Health	-	-	5	1	2	-	-	-	7	1
Instructor	-	-	3	-	2	1	-	-	5	1
Military	-	-	-	1	-	2	-	1	0	4
Total	-	2	32	8	9	5	-	1	41	16

CLASS OF 1971 VIRGINIA RESIDENTS

	Income Intervals									
	Below $5,000		$5,000-9,999		$10,000-14,999		$15,000-Above		Total	
Job Category	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.
Hospital	2	-	24	5	1	-	-	-	27	5
School Nurse	-	-	-	1	-	-	-	-	0	1
Public Health	-	-	5	-	-	-	-	-	5	0
Instructor	-	-	7	-	3	-	-	-	10	0
Military	-	-	-	7	-	4	-	-	0	11
Total	2	-	36	13	4	4	-	-	42	17

TABLE 18: (continued)

CLASS OF 1972 VIRGINIA RESIDENTS

	Income Intervals									
	Below $5,000		$5,000-9,999		$10,000-14,999		$15,000-Above		Total	
Job Category	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.	Va.	Non-Va.
Hospital	-	-	35	10	2	3	-	-	37	13
School Nurse	-	-	-	1	-	-	-	-	0	1
Public Health	-	-	2	1	1	-	-	-	3	1
Instructor	-	-	1	1	-	1	-	-	1	2
Military	-	-	-	5	-	2	-	-	0	7
Total	-	-	38	18	3	6	-	-	41	24

There were 144 (64.3%) of the Virginia respondents who were reported to have been employed in the State of Virginia and 80 (35.7%) who migrated out-of-state for employment. The majority of the respondents reported their annual income was between 5,000 and 9,999 dollars.

There were 87 non-Virginia resident respondents who reported that they were employed full-time at the time of the follow-up survey. There were 10 non-Virginia respondents who were inactive. One respondent did not complete enough information to be categorized. The employed respondents are distributed as follows by job category, income intervals, location of employment and year of graduation.

TABLE 19: DISTRIBUTION OF NON-VIRGINIA RESIDENT RESPONDENTS BY JOB CATEGORY, INCOME INTERVALS, LOCATION OF EMPLOYMENT, AND YEAR OF GRADUATION

CLASS OF 1969 NON-VIRGINIA RESIDENTS

	Income Intervals														
	Below $5,000			$5,000-9,999			$10,000-14,999			$15,000-Above			Total		
Job Category	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other
Hospital	-	-	-	2	1	1	-	-	2	-	-	-	2	1	3
School Nurse	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Public Health	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Instructor	-	-	-	1	-	1	-	-	1	-	-	-	1	0	2
Military	-	-	-	1	-	-	-	-	1	-	-	-	1	0	1
Total	-	-	-	4	1	2	-	-	4	-	-	-	4	1	6

TABLE 19: (continued)

CLASS OF 1970 NON-VIRGINIA RESIDENTS

	Income Intervals														
	Below $5,000			$5,000-9,999			$10,000-14,999			$15,000-Above			Total		
Job Category	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other
Hospital	-	-	-	4	1	-	-	2	4	-	-	-	4	3	4
School Nurse	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Public Health	-	-	-	-	1	-	1	-	-	-	-	-	1	1	0
Instructor	-	-	-	-	-	1	2	1	-	-	-	-	2	1	1
Military	-	-	-	-	-	-	-	-	3	-	-	-	0	0	3
Total	-	-	-	4	2	1	3	3	7	-	-	-	7	5	8

CLASS OF 1971 NON-VIRGINIA RESIDENTS

	Income Intervals														
	Below $5,000			$5,000-9,999			$10,000-14,999			$15,000-Above			Total		
Job Category	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other
Hospital	1	-	1	7	3	2	-	2	1	-	-	-	8	5	4
School Nurse	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Public Health	-	-	-	-	-	1	-	-	-	-	-	-	0	0	1
Instructor	-	-	-	-	2	-	-	1	-	-	-	-	0	3	0
Military	-	-	-	1	-	3	1	-	1	-	-	-	2	0	4
Total	1	-	1	8	5	6	1	3	2	-	-	-	10	8	9

CLASS OF 1972 NON-VIRGINIA RESIDENTS

	Income Intervals														
	Below $5,000			$5,000-9,999			$10,000-14,999			$15,000-Above			Total		
Job Category	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other	Va.	Home	Other
Hospital	-	-	-	8	2	4	-	1	1	-	-	-	8	3	5
School Nurse	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Public Health	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Instructor	-	-	-	-	2	-	-	-	-	-	-	-	0	2	0
Military	-	-	-	-	1	5	-	-	1	-	-	3	0	1	9
Other	-	-	1	-	-	-	-	-	-	-	-	-	0	0	1
Total	-	-	1	8	5	9	-	1	2	-	-	3	8	6	15

About 23 per cent (20) of the non-Virginia resident respondents returned to their home states to practice nursing, 33 per cent (29) remained in Virginia, and about 44 per cent (38) migrated to other states.

For the salary incomes of $9,999 and below, Virginia and the other states were comparable in areas of employment. However, for the higher salary ranges most of the graduate respondents migrated from Virginia to other states.

Satisfaction with Employment

There were 313 practicing nurses who reported their opinions regarding present job satisfactions. The majority of the respondents reported that they were satisfied with their present jobs. One hundred twenty-nine (41.2%) reported they were very satisfied, and 148 (47.3%) stated they were fairly satisfied. Of the remaining respondents, 30 (9.6%) reported they were not very satisfied and 6 (1.9%) reported they were not at all satisfied.

TABLE 20: JOB SATISFACTION OPINIONS OF RESPONDENTS IN NURSING PRACTICE

Satisfied	1969	1970	1971	1972	Total
Very	22	33	35	39	129
Fairly	24	38	40	46	148
Not Very	6	6	11	7	30
Not at All	2	1	1	2	6
Total	54	78	87	94	313

Of the practicing nurses who responded, most (229) indicated they were working in the area of their greatest clinical interest. Only 83 reported that they were not employed in their area of interest.

TABLE 21: RESPONDENTS' INTEREST IN CLINICAL AREAS OF CURRENT NURSING PRACTICE

Area of Interest	1969	1970	1971	1972	Total
Yes	35	61	59	74	229
No	19	17	27	20	83
No response	0	0	1	0	1
Total	54	78	87	94	313

Employment in Fields Other than Nursing

Only two respondents reported that they were employed in a non-nursing field. Their reasons for leaving nursing were directly related to the type of employment they were involved in. Both indicated they would again leave nursing, knowing what they now know.

TABLE 22: RESPONDENTS EMPLOYED IN FIELDS OTHER THAN NURSING

Field of Employment	1969	1970	1971	1972	Total
Religious Organization	1	0	0	0	1
Community Development	0	0	0	1	1
Total	1	0	0	1	2

TABLE 23: REASONS FOR LEAVING NURSING PRACTICE

Reason	1969	1970	1971	1972	Total
Spread Christianity	1	0	0	0	1
Involvement in Husband's Work	0	0	0	1	1
Total	1	0	0	1	2

Reasons for Inactive Nursing Status

Various reasons were given for being inactive by 30 nursing respondents. Some respondents indicated more than one reason. The most common reason involved family responsibilities (17). Other reasons included hours not suitable and the husband's preference for a non-working wife.

TABLE 24: REASONS GIVEN BY INACTIVE NURSING RESPONDENTS FOR BEING INACTIVE

Reason Inactive*	1969	1970	1971	1972	Total
Family responsibilities	9	5	3	0	17
Unsuitable hours	3	1	4	0	8
Husband preference	4	0	3	0	7
Income not required	3	1	2	0	6
Limited opportunities	0	2	1	0	3
Health reasons	0	1	0	0	1
Hours/Pay not adequate	1	0	0	0	1
Other: moving	0	3	1	0	4
foreign	0	0	0	1	1

*More than one reason was given to this question by several respondents.

Graduate/Professional Study

A total of 55 respondents (15 per cent) reported that they had enrolled for graduate/professional study, and over half were interested in graduate work. In this section the respondents are described in relation to graduate institutions attended, degree programs, major fields of graduate study, and interest in pursuing graduate work.

Graduate/Professional Study

There were nine Virginia resident respondents who reported that they were enrolled in full-time graduate study at the time of the survey. Two respondents were attending the University of Virginia. The remaining seven were attending schools outside the state of Virginia (Emory University-2, University of Colorado-2, Catholic University-1, University of Cincinnati-1, and University of Florida-1). There were six non-Virginia residents who reported that they were currently attending graduate school. One was attending the University of Virginia; the remaining five were enrolled in institutions outside the state of Virginia (Catholic University-1, Ohio State University-1, Russell Sage College-1, Teacher's College, Columbia University-1, and University of Utah-1).

Graduate Schools Attended

Fifty-five graduates indicated that they had enrolled in some type of graduate study since graduation from the School of Nursing of the University of Virginia. In Table 25 is a distribution of these respondents by graduate schools attended. The University of Virginia was the most frequently attended institution (19 or 34.5%), followed by Emory university (8 or 14.5%), and the University of Florida (5 or 9.1%).

TABLE 25: GRADUATE SCHOOLS ATTENDED

Graduate School	1969	1970	1971	1972	Total
University of Virginia	5	8	6	0	19
Emory University	2	4	2	0	8
University of Florida	2	2	0	1	5
University of Colorado	0	1	0	2	3
Teacher's College of Columbia	1	2	0	0	3
University of North Carolina	1	1	0	0	2
Boston College	1	0	0	0	1
University of California, Santa Cruz	0	0	1	0	1
Catholic University	0	0	1	0	1
University of Cincinnati	0	1	0	0	1
Harvard University	0	0	0	1	1
La Salle College	0	0	1	0	1
Memphis State University	0	0	1	0	1
New York University	1	0	0	0	1
University of Northern Iowa	1	0	0	0	1
Ohio State University	1	0	0	0	1
Pennsylvania State University	0	0	1	0	1
University of Pittsburgh	0	0	0	1	1
Russell Sage College	1	0	0	0	1
University of Utah	1	0	0	0	1
Total	17	20	13	5	55

The respondents are distributed by degree programs and major fields of study in Tables 26 and 27. Twenty respondents (36.4%) indicated that they were enrolled in a Masters of Nursing program. Forty respondents (72.7%) reported that their major field of study was nursing.

TABLE 26: DEGREE PROGRAMS ENTERED BY RESPONDENTS

Degree	1969	1970	1971	1972	Total
Masters in Nursing	6	10	1	3	20
Pediatrics Nurse Clinician	3	4	0	0	7
Masters of Education	2	2	0	0	4
Masters of Art	0	1	0	0	1
Doctorate	0	1	0	0	1
No Response	6	2	12	2	22
Total	17	20	13	5	55

TABLE 27: MAJOR FIELDS OF STUDY PURSUED BY RESPONDENTS

Major Field	1969	1970	1971	1972	Total
Nursing	10	16	9	5	40
Education	5	2	3	0	10
Psychology	0	2	0	0	2
Pre-Medicine	0	0	1	0	1
No Response	2	0	0	0	2
Total	17	20	13	5	55

Interested in Graduate Work

Of those graduate respondents who have not yet attended graduate school, 68% (210) reported that they would like to enroll at some time. Thirty per cent indicated no interest in returning for graduate study.

TABLE 28: INTEREST IN GRADUATE WORK BY RESPONDENTS NOT CURRENTLY ENROLLED IN GRADUATE STUDY

Interested in Graduate Work	1969	1970	1971	1972	Total
Yes	33	50	63	64	210
No	17	24	21	29	91
No Response	1	1	3	1	6
Total	51	75	87	94	307

Selected Professional Activities

One measure of professionalism is one's involvement in professional groups and activities. In this section the respondents are described in relation to their participation in research, publication, professional activities, reading habits, and opinions toward choosing nursing as a career.

Participation in Research and Publication

Of those responding, 78 (21.5 %) reported that they had participated in research since graduation. Published articles were reported to have been written by seven (1.9%) respondents.

TABLE 29: PARTICIPATION IN RESEARCH

Participation	1969	1970	1971	1972	Total
Yes	24	27	15	12	78
No	44	68	85	87	284
Total	68	95	100	99	362

TABLE 30: ARTICLES PUBLISHED

Published	1969	1970	1971	1972	Total
Yes	1	3	3	0	7
No	67	92	97	99	355
Total	68	95	100	99	362

Participation in Professional Associations

The respondents were asked to report current memberships in selected professional nursing associations. In Tables 31 and 32, the respondents are distributed in relation to holding membership in two very important nursing associations. Only about one-third of the respondents (122) reported that they were presently members of the American Nursing Association and only seven reported that they were members of the National League of Nursing.

TABLE 31: MEMBERSHIP IN AMERICAN NURSING ASSOCIATION

Member	1969	1970	1971	1972	Total
Yes	19	36	37	30	122
No	49	59	63	69	240
Total	68	95	100	99	362

TABLE 32: MEMBERSHIP IN NATIONAL LEAGUE OF NURSING

Member	1969	1970	1971	1972	Total
Yes	0	0	4	3	7
No	68	95	96	96	355
Total	68	95	100	99	362

Regular attendance of local nursing organization meetings was indicated by 31 (8.6%) respondents; and occasional attendance by 76 (21.0%). One hundred and eighty-nine (52.2%) respondents indicated they never attended the meetings. Only 19 (5.2%) respondents were reported to have held an office in the local organizations.

TABLE 33: ATTENDANCE AT LOCAL NURSING ORGANIZATIONS

Attendance	1969	1970	1971	1972	Total
Every Month	6	8	10	7	31
Occasionally	13	25	19	19	76
Hardly Ever	12	21	17	16	66
Never	37	41	54	57	189
Total	68	95	100	99	362

TABLE 34: HELD OFFICE AT LOCAL ORGANIZATIONS

Held Office	1969	1970	1971	1972	Total
Yes	3	2	10	4	19
No	65	93	90	95	343
Total	68	95	100	99	362

Type of Reading Material

In Table 35 is presented a distribution of respondents by professional journals and popular materials read.

TABLE 35: NATURE OF READING MATERIAL

Class of 1969

Professional Journals	Regularly	Occasionally	Hardly Ever	Never
American Journal of Nursing	28	22	11	7
Nursing Outlook	3	15	12	38
Nursing Research	1	11	15	41
Other Professional Journals*	32	11	2	0
Total	64	59	40	86
Other Literature				
Current Events	30	30	7	1
Women's Magazines	25	26	12	5
Topical Magazines	7	12	22	27
Books	45	20	3	0
Newspapers	50	13	4	1
Total	157	101	48	34

*Other prcfessional journals include: Registered Nursing, Heart and Lung Nursing, 1972, Nursing Clinics of North America.

Class of 1970

Professional Journals	Regularly	Occasionally	Hardly Ever	Never
American Journal of Nursing	40	40	8	7
Nursing Outlook	7	27	18	43
Nursing Research	1	18	24	52
Other Professional Journals*	52	20	1	0
Total	100	105	51	102
Other Literature				
Current Events	47	37	9	2
Women's Magazines	28	45	12	10
Topical Magazines	9	25	29	31
Books	58	27	8	2
Newspapers	75	15	3	2
Total	217	149	61	47

*Other professional journals include: Registered Nursing, Heart and Lung, Journal of Obstetrics, Gynecologic and Neonatal Nursing, Nursing Clinics of North America, etc.

TABLE 35: continued

Class of 1971

Professional Journals	Regularly	Occasionally	Hardly Ever	Never
American Journal of Nursing	50	35	12	3
Nursing Outlook	5	26	16	53
Nursing Research	2	17	20	61
Other Professional Journals*	44	20	0	0
Total	101	98	48	117
Other Literature				
Current Events	50	42	7	1
Women's Magazine	45	37	11	7
Topical Magazines	13	27	29	31
Books	50	40	8	2
Newspapers	71	24	3	2
Total	229	170	58	43

*Other professional journals include: Registered Nursing, Journal of the American Medical Association, Nursing '72, etc.

Class of 1972

Professional Journals	Regularly	Occasionally	Hardly Ever	Never
American Journal of Nursing	36	48	8	7
Nursing Outlook	2	26	21	50
Nursing Research	1	17	23	58
Other Professional Journals*	35	18	4	0
Total	74	109	56	115
Other Literature				
Current Events	43	42	9	5
Women's Magazines	29	46	16	8
Topical Magazines	6	33	37	23
Books	56	34	5	4
Newspapers	72	23	4	0
Total	206	178	71	40

*Other professional journals include: Registered Nursing, Heart and Lung, Nursing '72, Journal of Obstetrics, Gynecologic and Neonatal Nursing, Nursing Clinics of North America, etc.

Choose Nursing Again

Two hundred ninety-four (81.2%) nursing respondents reported that they would choose a career in nursing again if given the opportunity. Another occupational choice was reported by 32 (8.8%) of the respondents. The remaining respondents were uncertain about what their choice would be.

TABLE 36: WOULD YOU CHOOSE NURSING AGAIN?

Choice	1969	1970	1971	1972	Total
Definitely yes	31	44	49	44	168
Probably yes	22	30	32	42	126
Uncertain	11	8	10	7	36
Probably no	2	11	5	5	23
Definitely no	2	2	4	1	9
Total	68	95	100	99	362

Opinions Concerning Nursing Program

The respondents were asked to give their opinions concerning the nursing education program at the University of Virginia. They listed strengths and weaknesses of the program and suggested changes for improvement.

Elements that Contributed Most to Student's Education at the University of Virginia

Included in the questionnaire directed to the nursing graduates of 1969-1972 was the following question: "During your studies at the University of Virginia, what three elements (curricular or extracurricular) contributed most to your education?" As expected, the responses of 362 graduates varied greatly; yet, a few elements were also listed with considerable frequency. The most frequent elements listed by respondents included: clinical experiences gained through employment in the nursing field (192), the close student-faculty relationships (71), involvement in extracurricular activities (56), opportunity to do independent research (48), the high quality of the faculty (44), electives offered by the school (34), and the student's personal desire to learn (32). All contributing elements are grouped in Table 37 under the headings of (1) Faculty, (2) Facilities, (3) Activities-Student Life, (4) Curriculum, (5) Specific Courses, and (6) Personal Motivations.

In Table 37, the favorable elements reported are listed with the number of respondents.

TABLE 37: ELEMENTS CONTRIBUTING MOST TO THE EDUCATION OF NURSING GRADUATES AT THE UNIVERSITY OF VIRGINIA, 1969-1972

FAVORABLE ELEMENTS	NO. RESPONDENTS
Faculty	
Good student-faculty relationships	71
High quality of faculty	44

TABLE 37: (continued)

FAVORABLE ELEMENTS	NO. RESPONDENTS
Facilities	
Library resources	22
Environment, atmosphere, and traditions of the University	18
Research facilities	15
Activities-Student Life	
Clinical experience through employment	192
Involvement in extra-curricular activities	56
Peer relationship	21
Fellowship with and diversity of other students	17
Curriculum	
Independent research	48
Electives	34
Liberal arts courses	25
Lecture material	23
Small seminars and classes	15
Outside reading	15
Flexibility in choosing curriculum	9
Specific Courses	
Leadership course	24
Medical-surgical course	20
Psychiatric Nursing	12
Public Health course	11
Management course	5
Personal Motivation	
Desire to learn	32
Independence	9

Below are some examples of specific replies included under each category as listed in Table 37.

Faculty

Good student-faculty relationships

"Instructors who were not afraid to be friendly with students--They got the respect they deserved rather than demanded."

"The freedom of communication which existed between student and faculty."

"A willingness on the part of the faculty to relate to students."

High quality of faculty

"Listening to truly great professors."

"General competence of my department."

"The interest, enthusiasm and capabilities of the staff."

Facilities

Library resources
"Excellent library facilities."
"Availability of excellent library references."
"Use of fourth floor library when others were closed."

Environment, atmosphere and traditions of the University
"A healthy climate that encourages learning."
"The prevailing intellectual and progressive atmosphere."
"The feeling I had as an R.N.--being welcomed into the School of Nursing."

Research facilities
"Laboratories and practical application of lecture material."
"Readily available research materials."
"Large variety of research resources for medical and non-medical symposiums."

Activities-Student Life

Clinical experience through employment
"Working in the University hospital as an attendant and lab technician."
"Working as an assistant nurse for the summer."
"Practical clinical work and working as a private registered nurse for money."

Involvement in extra-curricular activities
"The variety of extra-curricular activities available."
"Diversity of extra-curricular activities open to students."
"My participation in various clubs and organizations."

Peer relationships
"Association with non-nursing students."
"Just talking about my experiences with friends."
"Husband's encouragement and support."

Fellowship with and diversity of other students
"Opportunity to meet people with diverse backgrounds."
"Meeting people from all over the country."
"Exposure to educated people from other countries."

Curriculum

Independent research
"Opportunities for independent study."
"Chance to do original research as an undergraduate."
"My research project--'Play Therapy with the Hospitalized Child'."

Electives
"The opportunity of having many elective courses which are chosen from an excellant variety of fields."

Curriculum (continued)

Electives (continued)

"Variety of courses taken (not an emphasis on one field)."
"The diversity of courses offered."

Liberal Arts courses

"The liberal art courses taken before entering the School of Nursing."
"Taking extra courses that were not all nursing up on the Grounds."

Lecture material

"Lectures introducing points of view other than my own."
"Theory-oriented lectures."
"Fantastic class and lectures on Drugs."

Small seminars and classes

"Courses in which there were small groups rather than large classes."
"Seminars--my most beneficial and intellectual experience while at the University."
"Personal contact with professors brought about through extremely small classes in seminar groups."

Outside reading

"Reading about different peoples' ideas on the same topics."
"Reading done on my own."
"Intellectual stimulation of reading."

Flexibility in choosing curriculum

"Freedom not to follow a set curriculum."
"Flexibility of requirements allowing a person to select courses of studies more related to his own interest."
"Freedom--being able to work in areas that I knew I was weak in."

Specific courses

Leadership course

"Leadership developed my ability to think as a nurse."

Medical-Surgical course

"Advance Med-Surg course was perhaps the best organized course that I took in Nursing School."

Psychiatric Nursing course

"In taking the Psychiatric Nursing course, I gained valuable exposure and experience in Psychiatric nursing."

Public Health course

"The Public Health course gave me the public health experience in gaining a perspective in health care."

Management course

"The management course was a great help outside of the Nursing School."

Personal Motivation

Desire to learn

"Motivation to learn because I wanted to."
"I wanted to better myself."
"Disciplined study habits and interest towards my degree."

Independence

"The independence of knowing that what became of my future was left for me to decide."

Suggested Changes for Improvements at the University of Virginia

In the questionnaire the nursing graduates of 1969-1972 were also asked this following question: "Indicate three changes that you think would have helped most to improve your education at the University of Virginia." As in the previous question, the 362 responding answers to this question varied greatly; yet, a few suggestions were offered with considerable frequency. The most frequent suggestions for improvements reported by the nursing respondents included: increasing clinical experience (138), decreasing paper work (40), increasing teaching effectiveness and increasing emphasis on teaching (36), increasing the number of clinical hours (36), increasing the number of electives (31), and providing more coordination between theory and clinical practice (30). All suggested improvements were distributed in Table 38 under the headings of (1) Faculty, (2) Facilities, (3) Activities-Student Life, (4) Curriculum, (5) Specific Courses, and (6) General Policies for the Future.

In Table 38, the suggested improvements are listed with the number of respondents.

TABLE 38: SUGGESTED IMPROVEMENTS VOICED BY THE NURSING GRADUATES AT THE UNIVERSITY OF VIRGINIA, 1969-1972

SUGGESTIONS	NO. RESPONDENTS
Faculty	
Increase teaching effectiveness and increase emphasis on teaching	36
Improve student-faculty relationships	17

TABLE 38: (continued)

Facilities	
Improve the library resources	10
Activities-Student Life	
Increase student involvement in community and with non-nursing University students	23
More participation in extra-curricular activities	8
Curriculum	
Increase clinical experience	138
Decrease paper work	40
Increase number of clinical hours	36
Increase number of electives	31
More coordination between theory and clinical practice	30
Greater freedom to choose your own schedule	29
Greater opportunity for independent study	28
Reorganize testing methods	22
Increase the number of seminars	21
More variations in nursing rotations	21
Smaller classes	17
More specialization in one field (especially during the senior year)	17
Change Registered Nurses' curriculum to avoid repetition	15
More involvement with the patient	9
More team leadership	6
Specific Courses	
Improve the Public Health course	16
Improve the Advance Medical-Surgical course	11
Include in the nursing program a Management course designed for nursing students	4
General Policy for the Future	
Increase the nursing program to a five year program	11
Take all four years at the University (no transfer students)	7

Following are some examples of specific replies included under each category as listed in Table 38.

Faculty

Increase teaching effectiveness and increase emphasis on teaching

"More instructors who are knowledgeable in areas in which they are covering."

"Many instructors were too critical and not willing to accept the that students were uncertain and often unknowing."

"More constructive and less destructive criticism from instructors."

"More instructors with practical and clinical experience and not just having many graduate degrees."

Faculty (continued)

Improve student-faculty relationships

"Working more closely with nursing personnel and instructors."
"More encouragement for closer student-faculty relationships."
"Better student-faculty communication--more 1:1 conferences."
"More exchange of ideas between students and teachers."

Facilities

Improve the library resources

"Need for a greater number and better availability of texts pertaining to medicine in the Nursing library."
"A library which is more comfortable and therefore easier to study in."
"Provide more recently published references for the library."

Activities-Student Life

Increase student involvement in the community and with non-nursing University students

"Have the School of Nursing recognized as an integral part of the entire University community and not just an off-shoot."
"Being involved in other things besides nursing."
"Greater involvement of the School of Nursing in University affairs."
"More contact with students outside of nursing."

More participation in extra-curricular activities

"More opportunity to use the athletic and club facilities."
"More time to participate in the social life which exists at the University."

Curriculum

Increase clinical experience

"Clinical experience could be increased with skilled supervision."
"Increase clinical experience to include entire shifts in the equivalent of a staff position."
"Increase clinical experience to reinforce or better understand theory."
"More clinical on-the-job nursing; also, include operating room nursing to familiarize oneself with instruments and surgical techniques."

Decrease paper work

"More active nursing and less paper work."
"Less time spent on trivial paper work that took away from learning and studying those things that needed to be studied."
"Less written work for clinical,i.e. history,forms and more exchange of ideas on clinical nursing."

Increase number of clinical hours

"Increase time for clinical experience (16-20 hours a week)."
"More clinical hours (the University of Wisconsin had 24-40 clinical hours/week)."
"More realistic clinical hours (full day not four hours)."

Curriculum (continued)

More electives

"Have electives in specialty areas (NBSC, ER,ICU,CCU etc.)."
"Allow a nursing elective so that work could be done in an area that students want to go."
"Perhaps a few more non-nursing, non-managerial electives."
"Taking more elective courses outside of one's major field."

More coordination between theory and clinical practice

"Coordinate theory and clinical practice together so that when you have OB, you are working OB and not pediatrics."
"Having lectures in a particular unit of material that would coincide with actual clinical experience in that field."

Greater freedom to choose your own schedule

"I know it is probably unavoidable, but I would have liked to have had a better schedule and more fun time in order to take more courses offered at the University."
"Flexible scheduling in the final year to allow extra work in the area of interest."
"Better scheduling of nursing requirements so that electives could be chosen according to interest and not inconvenient time slots."

Greater opportunity for independent study

"More time alloted for independent study in the fields which interest you most."
"Increase the number of independent studies especially for registered nurses."

Reorganize testing methods

"Make tests and exams more of a learning experience--eliminate tricky questions which prove little."
"Essay exams rather than multiple choice exams."
"More positive encouragement to do well in studies instead of curving grades so that majority of students still get C grades in spite of hard studying."

More seminars

"More small lecture and discussion groups."
"More seminars--small group classes--open discussions about theories and ideas are valuable."
"More small groups for oral presentations."

Wider variation in rotations

"Better rotation program for registered nurse students--separate them from generic students."
"More rotations on different hospital units."
"Everyone doing a rotation in the ICU, CCU and emergency room."

Smaller classes

"Classes geared to registered nurses as a group separate from generic students."
"Dividing the number of students in the junior year to provide smaller classes."

Curriculum (continued)

Smaller classes (continued)

"Classes with fewer students as opposed to the whole student body of one school class meeting together."

More specializtion in one field (especially during the senior year)

"More time to explore more specialized areas in your senior year to better determine your area of interest."

"More opportunity for extended study in a clinical speciality."

Change R.N. curriculum to avoid repetition

"Less emphasis on repetitive nursing care plans."

"Entering as an R.N. student, I felt that some of the courses required were merely a repetition of former courses taken in the School of Nursing."

More involvement with patient

"More opportunity to choose patients for clinical experience to meet individual interest and need for learning experiences."

"More visits with patients on clinical or home settings."

"More realistic patient assignments (not just being assigned one patient."

"More time spent with seriously ill patients such as in ICU or CCU."

More team leadership

"Longer and more intense emphasis on leadership rules."

"More responsibility as a student especially in positions of charge and team leaders."

Specific Courses

Improve Public Health course

"Get some vibrant, exciting public health instructors who are not boring and turn you off the subject."

"More direct guidelines and better rapport with students."

"Less time on Public Health Nursing--course should be optional."

"Decrease Public Health course to six weeks and concentrate more on Med-Surg and clinical experience."

Improve Advance Medical-Surgical course

"If necessary forget 'incorporating' this and that and teach Med-Surg by 'areas' e.g. Neurology, Coronary etc.'

"More complex Med-Surg such as more ICU, CCU, renal dialysis and areas of specialization."

"It was very easy to pass Med-Surg without really knowing very much."

"Material is vague--difficult to apply."

"Fewer multiple choice question on Med-Surg exams or tests and more discussion type questions."

Management course for Nursing students

"Have management class more oriented to hospital situation."

General Policy for the Future

Increase the nursing program to a five year program

"Lengthen program to a 5 year program to provide more time for clinical and theory study on the progressive levels."
"Five years of clinical experience for interest and specialty."
"Increase undergraduate time in nursing."

Take all four years at the University (no transfer students)

"Clinical experience all four years at one school."

Few general conclusions are obvious from the reactions of responding graduates to their educationl experiences as nursing undergraduates at the University of Virginia. There does appear, however, to be considerable disagreement in reactions. For example, many students enjoyed the wide freedom in academic choices and felt that a wide range of choices was available. Many others called for greater freedom to make academic choices and a greater variety of courses from which to choose. Again, many students endorsed the library resources; others called for substantial increases in these resources and their availability. Many students felt that there was a flexibility in choosing their curriculum; others felt that they did not have this freedom in choosing their own schedule. Perhaps this represents a healthy divergence of viewpoints among these graduates and maybe it is good that we cannot say with confidence, "This is the dominant view of the graduates of the Nursing School at the University of Virginia." At any rate, it is encouraging that 362 of these undergraduates were willing to take time from their summer schedules to offer serious reflections on their lives as nursing undergraduates at the University of Virginia.

III. INTERPRETATION AND DISCUSSION

One possible indicator of appreciation and respect for one's alma mater is the willingness to cooperate and assist with the institution's concerns after graduation. The respect for the School of Nursing of the University of Virginia by the graduating classes of 1969, 1970, 1971, and 1972 was noted by the very good response to a follow-up survey conducted by the School of Nursing and the Office of Institutional Analysis during the Fall 1972 semester. Of a total of 478 graduates from 1969 through 1972, 76% or 362 nursing graduates completed and returned a follow-up questionnaire. Many respondents added short letters expressing appreciation to the faculty and the School of Nursing for their student experiences. Others reported current personal news and offered regards to certain faculty members.

As to be expected, most of the nursing respondents were 21 years of age at time of graduation and female. Even though the numbers were small, there was an increase from one male respondent in the 1969 class to four males in the 1972 class. The shortage of male applicants to the School of Nursing is a typical situation and concern for most nursing schools.

It was observed from the findings of the survey that the single marital status of the respondents decreased with years since graduation. Those respondents who were married did not have large numbers of children, an average of about one child per respondent. Of course, the time of marriage was also of a relatively recent period.

Most of the respondents transferred to the School of Nursing from in-state schools, notably, Mary Washington College, Madison College, and Longwood College. The attractiveness of the School of Nursing, however, is supported by the finding that there were nearly 75 different schools from which the respondents transferred.

This diversity of student transfers is considered a strength in the nursing program by bringing students from different schools and backgrounds into a common learning situation.

Over one-half of the respondents were current members of the University of Virginia Alumni Association. Once again, this finding is indicative of the concern for and devotion to the School of Nursing of the University of Virginia. Conversely, a noticeable number of respondents were not members of the Alumni Association, and this presents a concern for improvement.

At time of admission to the University of Virginia, there were 258 (71%) of the respondents who were reported to be residents of Virginia. This compared to 59%, or 185, at the time of the survey, excluding 49 respondents who were in military service. When comparing the holding power of Virginia with other states, Virginia retained 154, or 59.7%, of Virginia resident respondents, while other states were able to retain only 20.2% of their resident respondents. In addition, there were 31 (29.8%) non-Virginian resident respondents who elected to remain in Virginia after graduation as compared with 76 (29.5%) Virginian resident respondents who migrated out-of-state after graduation (26 or 10% were in military service).

A profound finding of this study was that nearly all (87%) of the respondents were employed as professional nurses at the time of the survey (266 practicing civilian nurses and 49 nurses in military service). This figure was similar to the finding that 86% of the respondents entered nursing practice (295) or teaching in a nursing school (18) in their first position following graduation. This large number and per cent of respondents who were reported to enter professional employment attests to the devotion and commitment nurses possess toward helping those who need health care.

Many of the respondents reported that they entered advanced nursing positions and teaching positions following graduation. Even though the School of Nursing currently offers courses in nursing leadership and methods of teaching, it is not a primary role of the School of Nursing to train graduates for advanced nursing positions or teaching positions in the baccalaureate program. The School of Nursing needs to ascertain how these graduates have entered into the advanced nursing and teaching positions and consider the reasons in relation to a need for curriculum revisions.

Those respondents who were registered nurses (having completed diploma or associate degrees) prior to admission to the School of Nursing were reported to accept positions of advanced nursing responsibilities following graduation. This finding presents considerations for curriculum revisions to emphasize advanced principles and avoid undesirable repetition of technical skills already possessed by these students.

There were 224 Virginia resident respondents who were employed full-time at the time of the survey; 144 were employed in-state and 80 were employed out-of-state. The annual income for the majority of these respondents was between $5,000 and $9,999 per year. No significant difference in annual income was reported in relation to those respondents employed in Virginia in contrast to those who were employed out-of-state.

There were 87 non-Virginia residents who were employed full-time at the time of the survey. The majority of these respondents also reported their annual incomes to be between $5,000 and $9,999. However, for annual salaries above $10,000, most respondents were in the military or had migrated from Virginia to other states.

A majority of the respondents who were in nursing practice reported that they were satisfied with their positions and were working in the area of their greatest clinical interest. It appears from the findings that a career choice in nursing was the proper and wise vocational selection for these respondents. Only two respondents chose a position in a non-nursing field. It should be noted, however, that these two respondents were employed in areas which were directly concerned with helping people, i.e., religious organization and community development.

There were 30 respondents who were inactive nurses at the time of the survey. Their reasons given for not practicing nursing were primarily due to family responsibilities. This was to be expected with the large number of married respondents with children to raise and home responsibilities at the initial stages of adult life.

About 15 per cent of the respondents reported that they had enrolled in graduate study and over half of the other respondents were interested in pursuing graduate work. About one-third of the respondents who had enrolled in graduate programs entered the University of Virginia and about two-thirds had entered graduate schools out-of-state. Nursing was most frequently cited as the major field studied by the respondents who entered graduate programs. These findings indicate the degree to which the School of Nursing has accomplished one of its goals; i.e., completion of the B.S. degree program qualifying the graduate for advanced study in nursing. The educational program in the School of Nursing gives special attention to those students interested in going to graduate school through special seminars, electives, and independent research courses.

The professional activities in which the respondents had participated were varied. Over one-fifth of the respondents reported that they had participated in some research activities, but only seven (1.9%) reported that they had published any articles. Since the School of Nursing does not judge itself primarily

for producing researchers and scholars, it was interesting to note the large per cent of respondents involved in research activities. It was expected that few respondents would be writing and publishing.

Active membership in professional nursing associations by the respondents was somewhat low at the national level. Only about one-third of the respondents reported that they belonged to the American Nursing Association and about two per cent belonged to the National League of Nursing. This may be explained in part by the large increases in dues by several of these nursing associations. Support and involvement in local nursing associations by the respondents were also disappointing for a professional group. Less than 10 per cent of the respondents reported that they attended local nursing association meetings on a regular basis and one-half never attended any meetings. The strength of any profession is based to a large degree on the support and involvement of its constituents. For this reason, it would seem desirable for the School of Nursing to place more emphasis on the need for strong professional nursing organizations at the national, state, and local levels.

The professional reading habits of the respondents were very good. Nearly all of the respondents reported that they read professional nursing journals on a regular basis. The most frequently cited journal was the American Journal of Nursing. In addition, most of the respondents reported that they read current events literature and newspapers on a regular basis. These reading patterns are suggestive that the nursing respondents were serious about keeping up-to-date in nursing as well as other concerns and events.

The considered judgment in choosing nursing as a career by the respondents was wise in that nearly all of them reported that they would select a nursing

career again if the choice was made available. Only about two per cent of the respondents reported that they would definitely not choose nursing again as a career. This indicates that successful graduates of the School of Nursing retain a singular career choice and an early commitment to be part of the nursing profession.

Meaningful student suggestions for curriculum improvement are always well received by faculty. The nursing graduates were requested to relate those experiences which were significant and meaningful in the nursing program and to suggest changes for needed improvement. The characteristics most frequently cited by the respondents which contributed most to their education at the University of Virginia included clinical experiences gained through employment in the nursing field, the close student-faculty relationships, involvement in extra-curricular activities, opportunity to do independent research, the high quality of the faculty, elective courses offered by the School of Nursing, and encouraging the students to learn. Those features which were reported most frequently for improvement included increasing the clinical experiences, reducing the amount of paper work, improving teaching methods, increasing the number of elective courses, and improving coordination between nursing theory and practice. These suggested improvements provide a good beginning for the nursing faculty in their efforts to revise their present curriculum.

APPENDIX A

FOLLOW-UP QUESTIONNAIRE

CONFIDENTIAL

CONFIDENTIAL

STUDY OF GRADUATES OF UNIVERSITY OF VIRGINIA

SCHOOL OF NURSING

INSTRUCTIONS

Please read before you begin.

1. Please indicate your answer by placing a check in the appropriate blank.

2. Please answer every question which applies to you.

3. When answering questions with a limited number of alternatives, please choose the statement which comes closest to describing your circumstances or attitude, even if it does not fit your situation precisely.

4. Feel free to add explanatory comments on any question, but do not forget to indicate the most appropriate response.

5. Your comments will be treated with strict confidence and individual respondees will not be identified in any way.

6. Please return as soon as convenient to:

School of Nursing
University of Virginia
McLeod Hall
Charlottesville, Virginia 22903

Attention: Graduate Survey

THANK YOU VERY MUCH FOR YOUR HELP.

Selected items for this questionnaire have been taken from "Questionnaire for Graduates of College of Nursing," University of Illinois.

UNIVERSITY OF VIRGINIA - SCHOOL OF NURSING

Questionnaire for Graduates of the School of Nursing

Name: _____
Last First Middle Maiden

Date of Birth: _____ Sex: _____ Marital Status: _____ No. of Children: _____

City and State of residence at time of admission to the University of Virginia:

_____ _____
City State

Current Mailing Address: _____
Street City State Zip

Permanent Mailing Address: _____
Street City State Zip

Education Institutions attended after high school:

Name of Institution	Dates Attended	Diplomas/Degrees Awarded	Major Field
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		

Employment History:

Name of Institution	Dates of Employment	Title of Position	Employment Status: Full-Time	Employment Status: Part-Time	Area of Responsibilities
	From:				
	To:				
	From:				
	To:				
	From:				
	To:				
	From:				
	To:				

A. PROFESSIONAL EMPLOYMENT:

1. Which of the following best describes your current employment situation?
   ___ A. Employed in nursing (Go to #2)
   ___ B. Unemployed (Go to #8)
   ___ C. Employed in field other than nursing (Go to #9)

2. Are you employed in the clinical area of greatest professional interest to you?
   ___ A. Yes
   ___ B. No

3. How satisfied, generally speaking, are you with your present job?
   ___ A. Very satisfied
   ___ B. Fairly satisfied
   ___ C. Not very satisfied
   ___ D. Not at all satisfied

4. Are you employed in the State of Virginia?
   ___ A. Yes
   ___ B. Other (specify) _____

5. If you have left the State, what was your reason for leaving?
   _____
   _____

6. What was your first position after graduation?
   ___ A. Staff
   ___ B. Advanced (specify) _____
   ___ C. Teaching

7. If your first position was an advanced or a teaching position, did you feel qualified to hold the position without additional education? (Please go to question #12)
   ___ A. Yes
   ___ B. No

B. UNEMPLOYED:

8. Listed are some characteristics applicable to graduates who are not presently employed. If you are unemployed, indicate the reason(s) for such.
   ___ A. Family responsibilities
   ___ B. Hours not suitable
   ___ C. Health reasons
   ___ D. Employment opportunities limited/not available
   ___ E. Husband prefers I do not work
   ___ F. Economic situation does not require it.
   ___ G. Full-time student
   ___ H. Hours and pay not adequate for effort made
   ___ I. Other (specify) _____

C. EMPLOYED IN FIELD OTHER THAN NURSING:

9. If you are not currently employed in the field of nursing, which field have you transferred to?
   ___ A. Sociology
   ___ B. Psychology
   ___ C. Sciences
   ___ D. Business
   ___ E. Other (specify) _____

C. EMPLOYED IN FIELD OTHER THAN NURSING: (continued)

10. What was your reason for leaving the field of nursing?

_____

_____

11. Knowing what you now know, do you think you would make the transfer from the field of nursing if you had to make the choice again?

___ A. Yes
___ B. No

D. PROFESSIONAL EDUCATION:

12. Are you interested in undertaking graduate work in nursing?

___ A. Yes
___ B. No
___ C. Have undertaken graduate work (Go to page 2 and include under "Educational Institutions Attended after High School.")

E. PROFESSIONAL ACTIVITIES:

13. Have you participated in any research since graduation from the University of Virginia?

___ A. Yes
___ B. No

14. Have you published any articles since graduation from the University of Virginia?

___ A. Yes
___ B. No

15. Knowing what you now know, do you think you would choose a career in nursing if you had to make the choice again?

___ A. Definitely no
___ B. Probably no
___ C. Uncertain
___ D. Probably yes
___ E. Definitely yes

16. Do you belong to the ANA?

___ A. Yes
___ B. No

17. Do you belong to the NLN?

___ A. Yes
___ B. No

18. Do you attend nursing organization meetings?

___ A. Every month
___ B. Occasionally
___ C. Hardly ever
___ D. Never

19. Do you hold an office in any nursing organization?

___ A. Yes
___ B. No

20. Do you belong to any Alumni Association?

___ A. Yes
___ B. No

E. PROFESSIONAL ACTIVITIES: (continued)

21. Indicate the extent to which you read the following journals:

Journal	Regularly	Occasionally	Hardly Ever	Never
American Journal of Nursing	___	___	___	___
Nursing Outlook	___	___	___	___
Nursing Research	___	___	___	___
Other (specify)	___	___	___	___

22. Indicate the extent to which you read the following types of literature:

Types of Literature	Regularly	Occasionally	Hardly Ever	Never
Current events magazines	___	___	___	___
Womens magazines	___	___	___	___
Topical magazines (arts, movies, sports, etc.)	___	___	___	___
Books	___	___	___	___
Newspapers	___	___	___	___

F. OPTIONAL:

23. Your income (check one)

___ A. Under $5,000
___ B. $ 5,000 - $ 9,999
___ C. 10,000 - 14,999
___ D. 15,000 - 19,999
___ E. 20,000 or more
___ F. Unemployed

G. UNIVERSITY OF VIRGINIA NURSING PROGRAM

24. During your studies at the University of Virginia, what three elements (curricular or extracurricular) contributed most to your education?

a. _____

b. _____

c. _____

25. Indicate three changes that you think would have helped most to improve your education at the University of Virginia:

a. _____

b. _____

c. _____

APPENDIX B

NURSING GRADUATES 1969-1972, EMPLOYED IN THE STATE OF VIRGINIA

NURSING GRADUATES, 1969-1972, EMPLOYED IN THE STATE OF VIRGINIA

	1969	1970	1971	1972	TOTAL
Alexandria	--	1	1	--	2
Annandale	--	--	2	--	2
Blacksburg	--	--	--	1	1
Charlottesville	11	21	19	30	81
Chincoteague	--	1	--	--	1
Collinsville	1	--	1	--	2
Culpeper	--	--	2	--	2
Fairfax	2	--	2	3	7
Falls Church	--	1	--	--	1
Farmville	1	--	1	--	2
Fort Lee	--	--	1	--	1
Gladespring	--	1	--	--	1
Hampton	--	--	1	--	1
Langley AFB	1	--	--	--	1
Lexington	--	1	--	--	1
Louisa	--	1	--	--	1
Lynchburg	--	1	3	1	5
Madison	--	--	1	--	1
Martinsville	1	--	1	--	2
Middleburg	--	--	1	--	1
Newport News	1	--	1	--	2
Nokesville	--	1	--	--	1
Norfolk	--	2	3	3	8
Petersburg	--	--	1	--	1
Portsmouth	1	--	1	--	2
Pulaski	--	--	1	--	1
Quantico	1	--	--	--	1
Radford	--	1	--	2	3
Richmond	2	7	6	7	22
Roanoke	--	5	2	1	8
Staunton	--	1	--	1	2
Virginia Beach	1	--	--	1	2
Waynesboro	--	1	--	--	1
Williamsburg	--	1	--	--	1
Total	23	47	51	50	171